

School Counseling Site Supervisor's Evaluation of Students in Counseling Internship

University of North Carolina at Greensboro
Department of Counseling and Educational Development

Intern:

Please complete the following box before submitting this form to your host supervisor for completion.

Student's Name: _____ Date: _____

Experience Being Rated: (Please check the appropriate boxes)

CED 680A CED 680B CED 680C CED 680D

Mid semester evaluation Final evaluation

Average Days Worked Per Week: _____ Total Hours Completed: _____

University Supervisor: _____

Internship Site: _____

Site Supervisor's Name: _____ Position: _____

Site Supervisor

Please rate the student according to the following scale based on the student's current level of professional development. Some items have been provided a "not applicable" response as not all internship activities occur at all internship sites.

Poor (1) Inconsistent (2) Average (3) Strong (4) Excellent (5)

Please be as objective as possible in your ratings. This evaluation is meant to be used for the professional development of our internship students, and so they need honest, instructive feedback. After you have completed this form, please share your responses and rationale for your responses with the student. Students will then submit this form to their university supervisor to be placed in their internship folders.

PERSONAL CHARACTERISTICS

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Self-awareness	1	2	3	4	5
Emotional stability	1	2	3	4	5
Self-control	1	2	3	4	5
Sense of self-confidence	1	2	3	4	5
Dependability	1	2	3	4	5
Preparation	1	2	3	4	5

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Ethical	1	2	3	4	5
Cooperativeness	1	2	3	4	5
Promptness	1	2	3	4	5
Adaptability	1	2	3	4	5
Ability to be tactful	1	2	3	4	5
Willingness to learn	1	2	3	4	5
Independence	1	2	3	4	5
Initiative	1	2	3	4	5
Responsibility	1	2	3	4	5
Receptiveness to feedback	1	2	3	4	5
Utilizes feedback	1	2	3	4	5
Interacts appropriately with clients	1	2	3	4	5
Interacts appropriately with other staff	1	2	3	4	5
Ability to be a team player	1	2	3	4	5
Recognizes personal limitations	1	2	3	4	5

COUNSELING SKILLS AND PROCESS

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Genuine interest in clients	1	2	3	4	5
Ability to understand client's point of view	1	2	3	4	5
Respect for diversity	1	2	3	4	5
Ability to relate to diverse clients	1	2	3	4	5
Ability to secure client cooperation	1	2	3	4	5
Ability to establish and maintain rapport	1	2	3	4	5

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Ability to use clinical appraisal techniques to gather client information	1	2	3	4	5
Ability to assess client needs	1	2	3	4	5
Insight into client's problems	1	2	3	4	5
Ability to use information to help clients with decision-making	1	2	3	4	5
Ability to document/keep appropriate and timely client records	1	2	3	4	5
Demonstrates understanding of site's functions	1	2	3	4	5
Willingness to seek supervision/consultation as needed	1	2	3	4	5
Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling	1	2	3	4	5
Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program	1	2	3	4	5
Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	1	2	3	4	5
Demonstrates the ability to recognize limitations as a school counselor and to seek supervision or refer clients when appropriate	1	2	3	4	5
Demonstrates multicultural competencies in relation to	1	2	3	4	5

diversity, equity, and opportunity in student learning and development

Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	1	2	3	4	5
--	---	---	---	---	---

Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, health and wellness, resiliency, development and abilities	1	2	3	4	5
---	---	---	---	---	---

Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development	1	2	3	4	5
--	---	---	---	---	---

Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs	1	2	3	4	5
---	---	---	---	---	---

Assesses barriers that impede students' academic, career, and personal/social development	1	2	3	4	5
---	---	---	---	---	---

Locates resources in the community that can be used in the school to improve student achievement and success	1	2	3	4	5
--	---	---	---	---	---

Ability to organize a guidance or counseling program	1	2	3	4	5
--	---	---	---	---	---

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	1	2	3	4	5
Demonstrates the ability to use procedures for assessing and managing suicide risk	1	2	3	4	5
Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations	1	2	3	4	5
Engages parents, guardians, and families to promote the academic, career, and personal/social development of students	1	2	3	4	5
Makes appropriate referrals to school and/or community resources	1	2	3	4	5
Conducts programs designed to enhance student academic development	1	2	3	4	5
Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities	1	2	3	4	5
Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement	1	2	3	4	5

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school	1	2	3	4	5
Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	1	2	3	4	5
Uses peer helping strategies in the school counseling program	1	2	3	4	5
Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families	1	2	3	4	5
Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	1	2	3	4	5
Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)	1	2	3	4	5
Applies relevant research findings to inform the practice of school counseling	1	2	3	4	5

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Develops measurable outcomes for school counseling programs, activities, interventions, and experiences	1	2	3	4	5

Analyses and uses data to enhance school counseling programs	1	2	3	4	5
--	---	---	---	---	---

LEGAL AND ETHICAL KNOWLEDGE/SKILLS

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Ability to maintain confidentiality	1	2	3	4	5

Adherence to ethical standards	1	2	3	4	5
--------------------------------	---	---	---	---	---

Adherence to legal standards	1	2	3	4	5
------------------------------	---	---	---	---	---

OVERALL RATING OF STUDENT

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Counseling ability	1	2	3	4	5
Coordination ability	1	2	3	4	5
Consultation ability	1	2	3	4	5
Potential for success in a similar setting	1	2	3	4	5

Are there other evaluation issues specific to your site on which the intern should be evaluation? If so, please comment on them in the space provided.

Please comment on the following questions.

What are the strengths of the student as an intern?

What areas need further development?

What recommendations would you make to enhance this student's development?

Please feel free to use the following space, or the back of this page, for any additional comments.

Student's Signature/Date: _____

Host's Signature/Date: _____

Printed Host's Name: _____

Note: The student's signature indicates that he/she has read the evaluation and has discussed it with his/her site supervisor. It does not necessarily indicate that he/she is in agreement with it. Significant disagreement on the part of the student regarding this assessment should be noted in writing and forwarded as an addendum to this form.

